

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the compulsory subjects taught in Indonesian high schools. The purpose of teaching English in schools is to develop students' communicative competences in English because English language in daily life context can be beneficial for their future works and carrier. One of the basic skills in English which is considered as the most complicated and difficult to learn than other skills is writing, since it requires a greater degree of accuracy and more attention in detail in some language aspects. The aspects of structure of writing include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

Writing is categorized as a productive skill in a language learning. It is one of the crucial language skills that must be mastered by students. Writing is pivotal to be learned since it is a part of communication in life. Writing is an active process of delivering ideas by using symbols and arrange them into a readable form. Moreover, writing is a complex process that involves brain activity to control the flow of ideas so that they can be well-presented to the readers. Writers must have an idea of what they are going to write and develop in writing. In addition, communicating with others, developing imagination, conveying information, and showing expression can be freely done through writing.

Writing is considered as an indicator of students' success in learning English. Harmer (2001:80) states that type of writing that students will do depends on their age, level and interests. Furthermore, it would increase the students' willingness in writing. When the teachers set tasks for junior high school, they made sure that the students had or got enough language to complete the task. The questions are prominently emphasized on what kind of language the students had at their command and what can be achieved with this language. In addition, the type of writing that gave to students must be based on their age level and interests so that students can complete the task well

Nunan (2003:88) state that Writing is a physical and a mental act. Physical act means the act of arranging words onto paper, whereas mental act means the act of thinking new ideas, expressing them, arranging them, and others. Because writing is a thinking process to invent ideas, writers are required to think about how to express ideas in good writing and arrange them into statements and paragraphs clearly. They should also pay attention to vocabulary choice, spelling, and sentence pattern in arranging their ideas into a written form. Therefore, writing is not just about arranging words; it is also about expressing ideas, opinions, and feelings. Since writing takes a lot of imagination, each writer has a different point of view. As a result, the written product is highly influenced by background knowledge

Writing is one of four language skills that measure literacy development in the country. Harmer (2004:31) says that writing is a way to produce language and express ideas, feeling and opinion. Also, Abbas (2006:125) states that writing skills is the ability to express ideas, opinions, and feelings to other parties through written language. Writing skills are considered the most difficult and complex language

skills. It requires a high level of perception and involves extensive thought processes to generate ideas, words, sentences, paragraphs, word structures. It is one of the essential language skills mastered by students. Focus on writing and learning as part of communication in life. Writing is an activity idea submission process by using arrange symbols legibly. Moreover, writing is complicated, because the writer must have an idea of what they are going to write and elaborate in writing. In addition, Communication with others, developing imagination, conveying information, and showing expression can be freely done through writing.

Writing is practical as a practice tool that helps students practice and work with the language they are learning, Harmer (2007:112). In addition, writing is a way of sharing personal meaning and writing courses emphasize one's ability to form one's own opinion on a topic (Hyland, 2003:9). This means that learning to write is beneficial for students because they can develop their language skill. In addition, students can develop their creativity and critical thinking through writing. They also learn to express their own ideas, opinions, and feelings in a written form. This is good and useful if the students have already been familiar with writing.

Writing as a written product is often the result of thinking, drafting and revising procedures that require specialized skill, Brown (2004:335). The upshot of the compositional nature of writing has produced writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise it for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Composing process of writing requires the understanding of writing itself. Producing good writing means that putting the

process of how to produce it into a well-organized idea.

Based on the researchers' observation in the VII B grade students of SMP Dwijendra Denpasar, the students have problems with writing paragraph especially in descriptive paragraph. The students had three problems. The first, students felt hard to create idea and they also felt difficult to elaborate their idea will be paragraph that contain of 8-11 sentences. The second, they did not really know about organize the generic structure of descriptive paragraph. The third, the students did not know of punctuation, vocabulary, and grammar used in their descriptive paragraph writing. Moreover, the teacher did not give clear attention to the writing process, thus making the students confused in making their paragraphs.

In teaching learning process, different variations of techniques and strategies are expected to make it more interesting. One technique that the researcher would conduct in improving students' ability is by applying ESA. ESA is a technique that can be used to motivate and help the students in constructing a good descriptive paragraph. Harmer (2001:84) states that ESA has three elements that are presented in any teaching sequence, whether of five, fifty, or hundred minutes. The three elements of ESA that should be done in teaching and learning process, such as: Engage, Study, and Activate. In engage, the teachers have to get students' attention by stimulating them through the use of a personal story told by the teachers or a picture or anything else that awakens students' interest. In study, the teachers and students focus in learning a language point (grammar, vocabulary, pronunciation, or how a written paragraph is organized). In activate, the students asked by the teacher to make a descriptive paragraph by their own words.

Pictures is an interesting media that can be applied in teaching-learning. The integration of media in teaching language is always challenging to do (Budiarta and Santosa, 2020). Picture can make the students interest during in the learning process. when students were aware of their learning the end result would be better. Besides that, technique was combined with pictures, which could encourage students to disclose and explain your thoughts. It might help them organize his thoughts and develop their paragraph. Its use of technology and media is expected to attract students, motivated and comfortable writing a descriptive paragraph. Besides that, the technique has simple steps that are easy to perform control. Therefore, ESA combined the picture as a perfect combination of media that could be used to teach writing a descriptive paragraph.

Based on the background of the study the researcher tried to apply ESA in combination in teaching writing through pictures. The researcher consider the ESA combined with picture an appropriate teaching technique and media for student improvement descriptive writing skills. ESA combined with picture as a media expected the teacher got their attention and motivate them before explaining the material. This too encourage and help them improve understanding by observing the picture. When the students already understood study material, they could produce a better writing composition. Beside the above statement, the scientist was interested in research entitled “Improving Writing Skill of the Seventh-grades Students of SMP Dwijendra Denpasar in the academic year 2023/2024 through ESA combined with pictures”.

1.2 Research Problem

Research problem is a term used to describe the struggle that sparked research. Thus, selecting and formulating problems is an important aspect of a research study. Based on the research background above, seventh grade students of SMP Dwijendra Denpasar in the academic year 2023/2024 some students had low learning achievement in English, especially in writing. Based on these problems, the research problem can be formulated as follows: Can the writing skill of VII B- grade students of SMP Dwijendra Denpasar in the academic year 2023/2024 be improved through ESA technique combined with picture?

1.3 Objective of the Study

In order for this research to have a direction, it is necessary to state an achievable goal. It is a guide for making the necessary decisions and also a starting point for doing research. On the other hand, many methods are currently used to teach reading comprehension to improve student achievement, especially in writing skills. In line with statement above, the purpose of the study is to find out whether or not the writing skills of VII B-grade students of SMP Dwijendra Denpasar in academic year 2023/2024 can be improved through ESA technique combined with a picture.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited to improving the writing skill of the seventh-grade students of SMP Dwijendra Denpasar in academic year 2023/2024 through ESA

combined with picture. It is important for the researcher to know the curriculum and the syllabus applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMP Dwijendra Denpasar applied the Merdeka curriculum and according to the syllabus of the seventh-grade that were obtained from the English teacher.

The researcher will focus on the fourth main competency is understanding knowledge (factual, conceptual, and procedural). Based on the teacher module, this present study was focus on Chapter 1 Unit 3. Chapter 1 Unit 3 is about describing people and describing daily activities. In the present study, the researcher focuses on writing a paragraph and emphasizes more on writing a descriptive paragraph that describes persons in accordance with the correct and complete generic structure such as identification, description, and conclusion. And also, there was pictures of person as the media to help the students elaborate their ideas. The students must describe the picture of persons that provided and followed the criteria of a good paragraph based on the scoring rubric.

1.5 Significance of the Study

This research was focused on improving the writing skill of the seventh – grade students of SMP Dwijendra Denpasar in academic year 2023/2024 through the implementation of ESA combined with picture. In other words, it was concerned with teaching writing skills, especially in describing person in written form by applying ESA combined with pictures. The findings of the present study should be significant. In addition, these research findings are expected to have more advantages in terms of theoretical as well as practical significance in improving the

English language skill, especially writing skill. The findings of this study are expected to give theoretical as well as practical significance as follows.

Theoretically, the findings of this study expected to be beneficial as theoretical evidence about the implementation theories based on the problem that was faced above. The findings of this study are expected to contribute to English teaching, especially in teaching writing skill. It is also expected to be references or guidance for future study related to classroom action research, writing skills, and ESA combined with pictures. The findings could disclose further research on foreign languages and are expected to be used as a basis for similar study areas. Additionally, the findings of this study also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and they could learn more.

Practically, the results of the present study also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, this study's results expected to be used as a reference in using ESA as a technique and picture as media in teaching writing. For the students, the research findings expected to increase their motivation and interest in learning writing. It also expected to be useful in improving their writing skill, specifically in writing descriptive paragraph. For the other researchers, the research findings can be used as references and empirical reviews to make a better study for future research in the same field. Furthermore, it also provided an alternative source and guidance for the next prospective research to get a better and more accurate result.

1.6 Definition of Key Term

In conducting classroom action research, some terms will be used in this study. The terms that are defines in this research to avoid misunderstanding the readers and provide clear explanation. The researcher stated two optional definitions of key terms used to include writing skill and ESA combined with picture. The terms in scientific research are too complicated for the readers and the definition does not give clear cut classification. The definitions of key terms are operationally defined as follows:

1.6.1 Writing Skill

Writing skill is operationally defined as the skill of the seventh – grade students of SMP Dwijendra Denpasar in academic year 2023/2024 especially was able to write the descriptive paragraph systematically and in detail. Writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation. Furthermore, able to express ideas, issues, events, feelings or thinking to others through written form.

1.6.2 ESA (Engage, Study, Activate) combined with picture

ESA is the technique used to improve writing skill of the seventh-grade students of SMPN 1 Kuta in the academic year 2023/2024. ESA had three stages: Engage, Study and Activate. In engage, the students are shown an example of a descriptive paragraph using a picture for giving brainstorming to the students. In the study the teacher explains more about descriptive paragraphs using pictures and how to write and also the teacher answers any questions from the students. The last, in activate the students asked to make a descriptive paragraph with the picture by using their own words. Writing a descriptive paragraph defined as the skill of the

students or the study in writing a descriptive paragraph through application of ESA combined with picture. ESA with pictures was a technique combined with media to facilitate the students in teaching the learning process and make them understand the material.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concepts and terms from an expert that is used and required in this study. Therefore, the researcher uses relevant theories to give more evidence in this research. In this chapter, the researcher concerns a theoretical review of some related theories that focus on the topic which is discussed in this study. They are constructing and expecting to give practical significance and empirical evidence. The foundation of thought deriving from theories that are needed as demands to solve the problem in research are referred to the theoretical review. The theoretical review is used to limit the scope of the relevant data by focusing on specific variables. As a result, the researcher discusses the theories which are relevant to this study. The present study is based on the following theoretical backgrounds that were discussed as follows: (1) writing skill, (2) descriptive paragraph, (3) ESA combined with picture, and (4) assessing writing.

2.1.1 Writing Skill

In English, there are four skills that should be mastered by the students. They are listening, reading, speaking, and writing. Actually, writing is one of the difficult skills to be learnt among the four skills. Writing is a productive skill which can help students to transfer their ideas on a piece of paper. Kane (2000:25) states that writing is a complex activity. Furthermore, Richard and Renandya (2002:303) add that writing is the most difficult skill for foreign language learners to master. The

difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable paragraph so that their writing would be interesting and enjoyable to read by the readers.

Graham (2008:6) states that there are many skills which writers need to learn to develop to the point where they can execute with little effort or thought. This includes handwriting (or typing), spelling, punctuation and capitalization skills. As a complex skill, writing requires effort of language learners to master every detail of the writing component. Thus, mastering writing skill simply means that the learners are also able to deliver their feeling and thought in correct spelling, punctuation, grammar, and so on. Moreover, by learning writing they are expected to be able to carry out other essential writing processes like planning, evaluating, revising, and so forth.

Writing is a productive skill and one of the four basic skills in language learning which is very important to learn. As productive skills, writing not only has to be taught to the student but it also has to be rapid. Writing is not as simple as most people think of; however, writing is the way people express their feelings, ideas and experiences of their life into written form. In writing the students are able to express their ideas or thoughts in written form. Writing also is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003:9). And also writing can make the students be challenged to develop their idea of a certain topic in writing a paragraph.

According to Harmer (2004:31), writing is a way to produce language and express ideas, feelings, and opinions using writing paragraph. It means that writing

is a skill where the writers should organize their ideas, feelings, and opinions into an interesting content to read. Furthermore, Fulwiler (2002:16), states that writing is never an effortless thing because it is a messy, unpredictable, and amazing process as the writers would be a little less hard on themselves when it does not come out just right on the first time. Writing is not easy because it needs a lot of hard and dedicated work. Furthermore, the writers need a lot of knowledge to be able to write well.

Harmer (2004:31-33) states that there are several the importance of learning writing such as, (1) writing is often not time-bound in the way conversation is. It means that in writing the students have a longer time to think rather than in speaking, (2) writing encourages students to focus on accurate language use because they think as they write, (3) writing has always been used as a means of reinforcing language that has been taught, (4) writing is frequently useful as preparation for some other activities, (5) writing also can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking, (6) writing is also used in questionnaire- type activities, (7) writing is also used to help students perform a different kind of activity.

Brown (2004:220) states that writing is the act of putting letters, punctuations, idioms or words on a piece of paper where writing also involves correct grammatical features to express and explain ideas. Writing is a powerful instrument for the students to express their thoughts, feelings, and judgment about what they have read, seen, learned or experienced. As the students continue to develop an understanding and ability of the writing process, the elements of writing, paragraph forms, genres, formats, and technology, the students are able to express themselves

more effectively and confidently. Furthermore, the students can know how to write and follow the writing process.

According to Harmer (2004:4), the process of writing has four main elements, such as: planning, drafting, editing (reflecting and revising), and final version. In planning, the writer had to think about three main issues. First, the writer had to consider the "purpose" of their writing. Second, experienced writer's think of the "audience" the writers are writing for, since this will influence not only on how it is laid out, how the paragraphs are structured, but also the choice of language. Third, writers have to consider the "correct structure", sequence the facts, ideas, or arguments. In drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning of these ideas. In editing (reflecting and revising), the writer is often help by other readers or editors who comment and make suggestions or appropriate revision. In the final version, the writers have edited their draft, making the changes they consider to be necessary; they produce their final version.

Writing is a complex activity of producing a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent to discover and organize ideas that require a communicative or interactive process between writer and readers. It requires the control of content, sentence structure (grammar), vocabulary, organization and mechanics punctuation spelling and letter formation). Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

Kane (2000:34) states that writing is not an easy product that the writer can do without any steps, to make it easier the writer should follow the following steps

such as: pre-writing, planning, drafting, revising and writing. Pre-writing is the first stage in the writing process, in which in this step the writer chooses a topic to start to write a paragraph. In addition, planning (outlining) is to organize the ideas that learners generated by brainstorming in an outline. Furthermore, there are two steps in planning: they are constructing outlining and writing the topic sentence. The next step in writing is drafting in which this is the basic step in writing good paragraphs. Then writing and revising the draft in this stage are done by the writers by doing three steps such as: writing the first rough draft, revising content and organization and proofreading the second draft. Writing the final copy to hand is the last step in writing. As the final step in process, the writers have to rework the written drafts and polish them for the publication and presentation.

Writing is never a one-step action, it is about ongoing creative acts (Oshima and Hogue, 2006:15). When writers start writing something, they will think about what to say and how to say it. Then after finishing it, they will read what they have written and probably will revise it until they satisfy that their writing expresses exactly what they want to say. Furthermore, Oshima and Hogue state that the process of writing itself has roughly four steps. The first step is prewriting. It is a good way to get ideas by choosing a topic and collecting ideas to explain the topic. The second step is the organizing step. The writer needs to organize the ideas being thought into a simple outline. The third step is the writing step. In this step, the writer writes a rough draft using the previous outline. The last step is the revising and editing step. In this step, the writer polishes what has already been written.

The writing requires skills such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a

product in the form of a written product. Regarding on those theories, in this present study, the researcher will the focus on the theory from Harmer (2004:31), writing is a way to produce language and express ideas, feelings, and opinions. It means that writing is a skill where the writers should organize their ideas, feelings, and opinions into an interesting content to read. All those elements are required to make a good writing. It is also relevant for the present study since it was concerning in improving writing skill.

based on all theories, writing which is conducted in the classroom is called academic writing. The writing requires skills such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a written product. The researcher will use the theory from Oshima and Hogue (2006:15) which explained that writing is an ongoing creative act and the process of writing has roughly four steps such as prewriting, organizing, writing, and revising. The process of writing is not only developing the students' paragraph writing skills but also their creativity. The writer can construct and improve communicative skill in the written form which assists the writer to share their ideas, feeling, and opinions with other people. The theory that will be used is relevant to the present study because it is about improving students' paragraph writing skill.

2.1.2 Descriptive Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea, of the topic and the rest of the sentences in the paragraph support that point (Oshima & Houge, 2007:3). In

addition, paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Every piece of writing you do that is longer than a few sentences should be organized into paragraphs. Paragraphs can contain many different kinds of information and contain a series of brief examples or a single long illustration of a general point. It might describe a place, people, and things.

Zemach and Islam (2005:9) state a paragraph is a group of about six until twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about the topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, pay attention to punctuation, need correct grammar and good vocabulary selection. So, the readers can easily understand what the writers want to say.

According to Zemach and Rumisek (2003:11), the paragraph is a group of sentences about a single topic. Thus, the sentences of the paragraph explain about the writer's ideas about the topic. Besides, in academic writing paragraphs are about five to ten sentences long, while the first sentence of the paragraph is usually indented a few spaces. Besides, the paragraph can be longer or shorter, depending on the topic that will make the paragraph tidy and good looking. Furthermore, the good paragraph is related to the topic and not tidy and also appropriate with the content of the topic given by the teacher.

Based on Fiderer (2002:17), a descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Besides, a descriptive paragraph is a paragraph which describes a thing, person, and place in vivid detail and concerning how it

looks and feels. Details for descriptive paragraphs come from the writer's sense, smell, taste, touch, hearing and sight. A descriptive paragraph requires the students to write the description of thing, person, and place in such vivid detail so that the reader could imagine the described thing, person and place or can visualize what it looks like. In addition, the clear description also makes the readers feel what is being described.

Furthermore, Folse et al. (2010:135) stated that a descriptive paragraph is a paragraph which describes how something or someone looks or feels and it gives an impression of something. Moreover, a good writer uses words that appeal to some or all of the five senses, such as: sight, taste, touch, hearing, and smell to help describe a topic. To give an impression of how something is described, the writer should write a detailed description of how something looks and feels. The description in a descriptive paragraph should be stated clearly. Those statements are also supported by Oshima and Houge (2007:61) who state that descriptive writing appeals to the senses, therefore it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the readers can imagine the object, place, or person in their mind. It can give a clear picture and tell the readers about the writer's idea in detail; therefore, the reader can understand the point of the paragraph well.

According to Kane (2000:351), the description is about the sensory experience of how something looks, sounds, or tastes. Description mostly about visual experience, but it also deals with other kinds of perception. Description can give imagination and feeling about something. In other words, using many kinds of sensory is important in describing something. A good writer should use words that

appeal to five senses, such as sight, taste, touch, hearing, and smell in writing a descriptive paragraph. The readers can get more vivid information based on the descriptions. In addition, the readers also try to see and imagine the descriptions. Thus, the readers can easily imagine the object that is being described.

In writing a descriptive paragraph properly and effectively, the students' firstly have to identify its generic structure. Moreover, Evans (2000:42) states that the generic structure of descriptive paragraphs is introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write a statement that shows the object to be described. The main body or descriptions are explained about the object, for instance, the physical appearance, hobby and characteristic. The last one is the conclusion in which the writers conclude about the paragraph. It could be a summary of the paragraph or the writer's comments.

In addition, Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the readers. It could be assumed that a good descriptive paragraph would make the readers feel as if they are in the sense. To make a good description, the writer could add details to the sentences. Therefore, clear details could allow the reader to clearly imagine the object, to feel sensations, the smells and the tastes of described objects. To make a good descriptive paragraph, the writer can add detail to the sentences. They can use nouns, adjectives, adverbs, and verbs to add details. The more specific they are; the more effective and interesting the writing. Therefore, clear detail allows the readers to create a picture in their mind of what is being described based on the topic that they want to write. In this present study the researcher used theory from Zemach and Rumisek (2003:25) that state

about definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjective.

According to Branan (2010:309) in developing skill in describing, there are five following skill that will help students to create more vivid descriptions, such as: (1) using specific language: words can be either relatively general or relatively specific, belonging to a larger or a smaller grouping; (2) using five senses: most writers tend to rely heavily on sight and sound but may overlook touch, smell, and taste; (3) creating dominant impression: to focus a descriptive paragraph, writers bring specific words, sensory details, thoughts, and feelings together to form a dominant impression, or overall feeling; (4) organizing details spatially: an effective way to arrange the details of a descriptive paragraph is spatially, or from one point in space to another; and(5) using space and time transitions: linking sentences with connectors, such as repeated words, synonyms, and transitions, is essential if readers are to follow the flow of the ideas. Descriptions especially benefit from space and time transitions.

Based on the relevant theory above, this present study more focuses are theory Zemach and Rumisek that state about definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjective. Therefore, clear detail allows the readers to create a picture in their mind of what is being described based on the topic that they want to write. Meanwhile, Evan's theory state about the generic structure of descriptive paragraph is introduction, main body, and conclusion. Those generic structure must be organize by the students to create an organize descriptive paragraph.

2.1.3 ESA (Engage, Study, Activate) Combined with Picture

In the present research, the researcher needs a teaching technique to make the teaching learning process run well. In addition, it is taught for making the student's success in understanding the material and constructing a good descriptive paragraph. Using an appropriate technique is a must to achieve a better result of the students' writing skill. In the teaching learning process, there are many teaching techniques that can be used in teaching writing. Hence, in the present research, ESA is chosen as the appropriate teaching technique to improve the students writing skill especially in constructing descriptive paragraph

A teaching technique is required to make the teaching learning process run well. Moreover, it has an important role in helping the students understand the material well. In choosing a teaching technique, the appropriate one must be chosen to improve the students' writing skill in writing descriptive paragraph. Various 15 teaching techniques can be used for teaching writing. In the present study, the researcher chooses ESA as the teaching technique. This technique would be applied at SMP Dwijendra Denpasar. ESA is a teaching technique that has simple steps in guiding the students to construct a good descriptive paragraph.

ESA is one of the teaching techniques which has simple steps in teaching descriptive paragraph writing. ESA is the technique that the researcher used in this research at SMP Dwijendra Denpasar especially in the th-grade students. This technique can make the students easily create a good paragraph by following the steps of ESA. Harmer (2001:84), ESA has three elements that are presented in any teaching sequence. The three elements of ESA are Engage, Study, and Activate are briefly elaborate on the following sub discussion to make them clear. The three elements of ESA should be followed by students in the teaching learning process.

ESA is not sequential, so the application does not have to be sequential as ESA pattern the steps of ESA. What is clear in each element there are language activities that direct students to get Engage, Study, and Activate. Finally, various language activities can be used to maximize learning activities under the ESA element. Based on Harmer (2001:57), when thinking of what to do in the lesson, the teacher must decide what the students will achieve by the end of the lesson. Thus, to implement EA clearly in the teaching-learning process and make students more interested. There are three elements or steps of ESA (Engage, Study, Activate).

ESA has a role where the teacher uses ESA technique. According to Harmer (2001:54) states that the three elements of ESA need to be presented in the lesson sequence, this does not mean that they should always occur in the same order. There are three steps to do ESA technique. In engage, the teacher tries to show the students' picture description to catch the student's attention. In the study, the teacher teaches the students about a descriptive paragraph. In activate, the students try to express their ideas on paper. Engage, Study, activate (ESA) takes a simple way in guiding the students to construct a descriptive paragraph. Engage, Study, Activate (ESA) can make it easy to express their ideas because there are three steps that should be followed by the students.

ESA stands for Engage, Study, Activate. ESA is one of the learning techniques to improve writing skill. ESA is a technique that is recommended for the teacher to teach writing because it keeps the students interested and also motivated to learn more. According to Tomlinson (2013:238), ESA is a method of how to build students' interest in a topic considered problematic by a teacher in learning. In this case, the teacher should be given attention and motivate students

as the target of the learner. In this study, the researcher expected that ESA combined with pictures could solve the students' problems in writing skill of descriptive paragraphs. Harmer (2001:84) states that ESA has three elements that are presented in any teaching sequence. The three elements of ESA (Engage, Study, and Activate) are discussed as follows:

2.1.3.1 Engage

Engage is the first stage in ESA. Engage is the point in a teaching sequence where the teacher tries to get the students ready to participate in the lesson by arousing the students' interest. Engaging the students could be done by showing pictures. This stage is very important because it gives the teacher a chance to include all of the students in the activity which has a goal to get the students' attention and to catch the meaning of words or the topics covered in the lesson. In addition, Pollard (2008:23) states that engage also involves getting the students' attention, so that when the students are involved or engaged in the learning process, they can be more active and motivated in the teaching-learning process. In other words, if the teacher could give a good brainstorming to the students in order to catch their attention, the students felt comfortable to learn very well during the learning process.

2.1.3.2 Study

Study is the stage where the students are asking to focus on constructing the object by using their own words. According to Harmer (2001:52), study means that the students can study in a variety of different ways. The teacher may show them

examples of language, the explanation of a descriptive paragraph with a picture description and ask them to work out the rules. In other words, the teacher can ask the students to do all the intellectual work, rather than leaving it to phrase that they want to concentrate or for future studies. Sometimes, the students can read a paragraph together and find words or phrases that they want to concentrate on or for later study. Those activities are focused on students' activities in developing their writing skill in constructing a descriptive paragraph. Before constructing the paragraph, teachers explain to students how to construct a good descriptive paragraph or how to write the paragraph by focusing on the criteria of the descriptive paragraph. Then, the teacher also explains generic structure and tenses that will be used to make a descriptive paragraph. As a result, students have the basics of how to construct a good descriptive paragraph when they learn in the class.

2.1.3.3 Activate

In the present study, the last stage of the teaching technique is activated in which the students have to practice or construct the paragraph based on the picture description that is shown by the researcher. Activate involves the use of the language, preferably in a realistic paragraph that is as close as possible to real life. Besides, activate is also trying to incorporate activities that students have known by using any languages that they know and it is not just focused on one structure (controlled language use). During the teaching and learning process, teachers here guide students about the rules of how to draft and construct a good descriptive paragraph based on the generic structure which starts from the title to the conclusion. As a result, students know which one is the first step to the last step when they want to construct a paragraph (Pollard, 2008:23). The students can use

their own language to develop their writing. In other words, this activity can be called a communicative activity where in this stage the students ask to present the communicative activity which in this stage the students ask to present their work in front of the class. In this phase, the student's practice what they have already learned during the teaching learning process.

In this study, the researcher used the theory proposed by Harmer (2007:51) that explains about the three steps of ESA: Engage, Study, Activate and picture theory from Harmer (2007:182) who states that picture can be used to create a conducive situation or paragraph in the classroom.

1. Engage. The teacher tries to catch the students' interest by giving a good brainstorming through pictures.
2. Study. The teacher explains the material to the students about descriptive paragraphs. In this stage, the researcher also used the picture during the teaching and learning process to teach the descriptive paragraph
3. Activate. The students are encouraged to use all or any languages that they know to describe the object. In other words, this stage is where the students tried to express their idea on the paper with their own words.

Writing is commonly identical to an object. One of the objects to stimulate people's or students' ideas is a picture. Pictures are a very common thing that people can find everywhere such as, on the street, school, public area, or even at home. Nunan (2004:58) states that many communication activities can be stimulated through the picture. Thus, a picture is a medium to communicate in every activity because it is used to transfer a message to other people. It is supported by Harmer

(2007:182) who states that pictures can be used to create a conducive situation or paragraph in the classroom

According to Wright (1989:2) pictures contribute to interest and motivation, a sense of paragraph of the language, and a specific reference point or stimulus. The most benefit a picture can make is to contribute to the student's understanding of a more general paragraph which may be made up of pictures, the teacher's actions, the student's actions, sound effects and words. This overall paragraph of the new language will have meaning to the student. The picture is one of the media or objects that can be touched, seen and observed. It is a mediator between teachers and students in the teaching and learning process. As one of the media in the learning process, the picture is also intended to increase students' motivation in the study.

Harmer (2007:179) states that pictures can also be used for creative language use. Whether they are in a book or on cue cards, flashcards, or wall pictures. The picture is the media for the students to develop their idea when they are writing something, the other side is really beneficial for the teacher. By picture the teacher will be able to easily explain the material to the student. In a nutshell, this picture is used to stimulate the participation of the student and make them active during the learning process. Using picture also make the students creative and able to get a lot of idea to create descriptive paragraph.

The researcher uses pictures as a media to support ESA in the teaching-learning process. Teaching media has a role to help students to understand the material easier. Picture is a common media in teaching-learning which could stimulate and motivate the students to be more creative, interested, and feel

enjoyment during the teaching-learning process. Akbari (2008:55-77) states that pictures can motivate students, motivation is found to be an important factor in learning everything. According to Harmer (2001:134), in teaching descriptive paragraphs, teachers can use pictures, whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. Pictures could be useful in teaching descriptive paragraphs because pictures could help the students to imagine about the topic. The use of pictures was more efficient and practical than words.

The researcher will focus on the ESA strategy Harmer (2007:51) that explains about the three steps of ESA: Engage, Study, Activate and picture theory from Harmer (2007:182) who states that picture can be used to create a conducive situation or paragraph in the classroom. In this case, the teacher should be given attention and motivate students as the target of the learner. This strategy helps the teacher solve the problem in teaching writing as well and it could make the students compose the paragraph easily. In addition, the teacher can guide students in writing descriptive paragraph by implementing the ESA strategy in the class to the students which is described as follows:

1. Engage. The teacher tries to catch the students' interest by giving a good brainstorming through pictures.
2. Study. The teacher explains the material to the students about descriptive paragraphs. In this stage, the researcher also used the picture during the teaching and learning process to teach the descriptive paragraph

3. Activate. The students are encouraged to use all or any languages that they know to describe the object. In other words, this stage is where the students tried to express their idea on the paper with their own words.

2.1.4 Assessing Writing

Assessment is one of important parts of teaching and learning process in the classroom. In general, assessment is a part of whole teaching in classroom to see the understanding of the students about the material. According to Folse et al. (2007:15), assessment refers to a variety of ways of collecting information on learners' language ability or achievement. Assessment is wider than a test measures an individual's ability, knowledge or performance. A test can be used to measure the improvement of students in understanding the learning material. A test can know the student achievement during teaching learning process.

Assessment is done to measure the process of collecting information about a given object of interest according to a procedure that is systematically substantively ground. A product or an outcome of this process such as test score or a verbal description is also referred to as assessment (Bachman, 2004:7). Moreover, every subject in the teaching learning process needs to be assessed including the English subject to know the students' achievement writing especially in descriptive paragraphs. In addition, assessment is important and it must be done to know the subject' skill during the teaching learning process.

Black and William in McKay (2006:140) state that classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. It might be formative when teachers collect information about children's strengths and

weaknesses to provide feedback to students and make further decisions about teaching, or it might be summative when teachers collect information at the end of a period of time, generally to report to others about student progress in teaching and learning process. Thus, giving feedback at the end of the assessment is very important so students know about their mistakes when constructing descriptive paragraphs.

Based on McCulloch (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and in many ways how they evaluate themselves. It means, the students can assess themselves from what they have got and what positive things that significantly change themselves after they learnt. The focus is on the students' learning and the outcomes of teaching. Here, assessment may become one part of an evaluation. Assessment has the purpose to make learning process and instruction process better for the next learning process.

According to Hyland (2003:212), assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. An understanding of the assessment procedure is necessary to ensure that teaching is having the desired impact and that students are judged fairly. Without the information gained from assessments, it is difficult to identify the gap between students' current and target performances and to help them progress in the learning process in the classroom. The assessment is very useful for evaluating the progress and achievement of every study.

Carter and Nunan (2001:138) add that assessment is carried out to collect information on learners' language proficiency and or achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process so that they know the ability of the students. It means that to evaluate the students, the teacher should make an assessment. Assessment is very important in helping the teachers to know the achievement of the students. Besides, the assessment is primarily done to inform better teaching and more effective and comprehensive learning. It means that assessment helps the teacher in analyzing and evaluating the tests in order to get clear and correct information for further improvement and to have positive and enriching feedback for the teachers and students.

Assessing writing means giving scores and feedback about students' work in written form in order to know the achievement of their writing ability. In addition, Brown (2004:4) argues that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Moreover, assessment is a general term that includes the full range procedures used to gain information about students' learning and the formulation of value judgments concerning learning progress.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strength. In addition, analytic scoring of the assessment clearly assesses several aspects of writing or criteria rather than a single score. Directly giving a single score

makes an assessor tend not to give attention to each aspect of the writing. However, there is a tendency to see the writing as a whole so that the score given is a way from objective. It is better to give a score separately to each aspect. After each aspect is given a score separately, then score of all aspects are accumulated to gain a single score of the writing.

Commonly, the assessment of the students writing ability is done only based on the topic or material. The teacher is suggested to assess all parts and skills entailed in writing, especially about descriptive paragraph. Barkaoui (2007:104) argues that designing and implementing a writing assessment in an interactive process should include considerations about scoring procedures from very beginning. In the present study, the researcher uses paragraph construction test to measure the student's achievement in writing descriptive paragraph.

Bachman and Kunnan (2005:2) state that assessment is the process of quantifying the characteristics of an object of interest according to explicit rules and procedures. By assessment, the object's achievement will be showed; thus, the teachers can use it as a reflection in their teaching learning process. Moreover, in assessing writing, it is not as simple as assessing the other subjects because it includes some subjective judgments from the teachers. The teacher cannot assess the writing product by his or her feeling. Assessing writing should use a scoring rubric. It is important to make the assessment pure and real.

Weigle (2002:1) states that writing test involves at least two basics components: one or more writing task or instructions that tell the test takers what to write and means of evaluating the writing samples that test takers produce. According to Johnson (2002;30 state that the effectiveness of an assessment is

decreased anytime, something interface with achieving the goals of the assessment, maintaining effective working relationship among assessors, assesses, and other stakeholder, and motivating participation in future assessment. By assessing, the teacher could know the students' achievement during the teaching learning process. Assessing writing is very important to know students' writing ability descriptive paragraph and also to measure their achievement.

In the assessment, the test should be valid and reliable. Fulcher and Davidson (2007:4) state that validity in assessment has been traditionally understood to mean discovering whether a test measure accurately what it is intended to measure. Realizing the drawbacks and the strength of the instruction can take more effective attempts and measure in dealing with the unsolved problem faced by the students in the classroom. The primary purpose of the assessment is to inform better teaching and more efficient learning process. Moreover, in the classroom, the teacher is deeply involved in the assessment.

In conclusion, assessment is very important to be administered by the teacher to know students' achievement and understanding of the material. In the present study, a picture construction task is given to the students to know whether students' writing skill is improved. Regarding the theories that have been mentioned, the researcher uses the theory from Oshima and Hogue (2007:196), which explains the scoring rubric elements for assessing writing descriptive paragraph. They are format, punctuation, content, organization, and grammar and sentence structure. These five elements are adapted to be used for scoring students' descriptive paragraph so that it could yield much more objective scores.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researchers that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies results, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and to consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher chosen. This point is also focused on discussing about previous of two researchers; they are Dewi and Resmini (2019), as follows:

The first research was to improve students' writing ability. The researcher used the ESA technique. Based on the research done by Dewi (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 through Engage Study Activate (ESA)". The purpose of the researcher study was to improve subjects' knowledge in writing skill through Engage Study Activate (ESA) technique. Moreover, it was found that in study the teaching learning process has been based on the material on syllabus and the test item and the score of the subjects had shown the implementation of the subjects' writing skill through ESA.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. In terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adapted from Oshima and Hogue (2007) which have five criteria, such as format, punctuation and mechanics, content, organization, and grammar and sentence structures. A clear paragraph scoring rubric made the researchers easier to score the descriptive

paragraph that was made by students. The weakness of the researchers did not give clear criteria of descriptive paragraph such as using adjective and simple present tense. And also, the researcher did not give time allotment. Now, in this present study, the researcher gives clear criteria of descriptive paragraph and instruction criteria such as; punctuation, format, content, organization and grammar structure, so that the students understand how to make a paragraph. Moreover, this present study is different because it is easier to implement ESA by combining it with pictures. This combination is applied in order to provide the students a more visualized and effective learning process.

The second research was to improve students' writing skills. The researcher used the ESA technique. Based on the research done by Resmini (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 7 Denpasar in Academic Year 2018/2019 through ESA". The purpose of the researcher study was to know whether or not the writing skill can be improved subjects' students of SMPN 7 Denpasar in Academic Year 2018/2019 through ESA. The result has also shown the improvement of writing skill by using ESA technique. Moreover, this strategy helped students to know how to create descriptive paragraphs.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. However, in the theoretical review part assessment of writing, no theory stated the scoring rubric criteria by Oshima and Hogue that the researcher used to assess the students' descriptive paragraph. Moreover, in the lesson plan, the steps of the ESA strategy with picture in part exploring and associating was not in accordance with what the researcher stated in the theoretical review. Besides, there was no list of adjective words that

students could use in the learning material. Regarding the weaknesses above, the present study stated the criteria of scoring rubric by Oshima and Hogue (2007:196) that the researcher used to assess the students' descriptive paragraph as clear as possible. In addition, the researcher stated the steps of ESA strategy combined with picture following what has already been explained in the theoretical review clearly to guide the researcher to implement the strategy. Furthermore, in the learning material the researcher stated a list of adjectives that students can use to describe the person in detail.

